A PROGRAM OF CONSOLIDATION
FOR TEXAS COUNTY, OKLAHOMA, SCHOOLS

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A PROGRAM OF CONSOLIDATION FOR TEXAS COUNTY, OKLAHOMA SCHOOLS

By

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Bachelor of Arts

Wichita University

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PREFACE

The social and economic changes of the last thirty years have greatly affected the conditions under which people live to-day. The question, pertaining to local education, which naturally follows, is: What changes have been made or should be made by the schools of Texas County, Oklahoma, to keep in time with the social and economic changes?

Primary data have been gathered on the present educational program of the county, and an effort has been made to organize and analyze these data. Then in the light of the findings, and approved standards of school organization and school administration, a program of reorganization of existing school districts has been outlined.

The writer realizes that the chief value of the study will accrue to himself, first in training, and second in the satisfaction of an interest that has been created through ten years association with the boys and girls of Texas County in their effort to get an education. He does not hold any extensive hopes for the immediate adoption of this program, for such hopes would be unwarranted. Progress in school reorganization is always slow. In our democratic government, theoretically, if not in fact, the right of change belongs to the people. It is hoped, however, that the program of reorganization of Texas County Schools, as outlined, may form a basis and point the way, to a more

adequate educational program administered on a more equitable basis for this county.

The writer has received assistance from numerous sources in the preparation of this study. The faculty of Education of the Oklahoma Agricultural and Mechanical College, through the seminars in thesis writing has been of great help. The Texas County officials, especially Joe A. Pierce, the county superintendent, have made available the records of their office. Where it has been necessary the State Department of Education has extended the use of their records. For all this assistance the writer is greatly indebted. But particular gratitude is extended to Dr. J. C. Muerman for the time given in conferences and the friendly guidance he has given in the selection and the development of this study.

Edward L. McNeill

Guymon, Oklahoma,
February 1, 1938.

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CHAPTER I

INTRODUCTION

The Problem

The present school district system of organization had its origin in the New England States with the establishment of the first public schools. At first it served the small isolated communities, but the increase in population and interest in education extended its area until eventually the intervening territory was either added to it, or organized into other small districts. This is the foundation on which the program of public education in the various States is built. The rural elementary school in the United States in 1930 comprised 207,039 separate units. Of this number, 148,712, or slightly over 71 per cent were one teacher schools. Not more than 10 per cent had as many as 6 teachers. Of all the public high schools more than half had fewer than 100 pupils.[1]

The educational situation in Oklahoma paralleled that of the rest of the United States in this matter of the size of the local units. In 1936, of the total of 4,760 organized school districts in the state, 2,799 were one teacher schools. The average enrollment per school was 27.5. The

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[1] Reorganization of School Units, A report of the Proceedings of a Conference Called by the Commissioner of Education, Washington, D. C. (June 17, 18, and 19, 1935,) United States Office of Education, Bulletin, 1935, No. 15 pp 10, 11.

extreme cases were not ascertainable in this average enrollment. There were 377 one-teacher schools with an average attendance from two to nine, in the state.[2]

With this statement of facts regarding the size and number of local units in the United States and in the state of Oklahoma, the question arises, what is the situation in Texas County? The problem then is to make a study of the educational system of Texas County, and to suggest a program of reorganization in keeping with the best educational standards of the day.

In approaching the problem it is not to be assumed that reorganization is necessary, but in view of the extensive comments in educational literature Texas County would be a rare exception if some reorganization were not necessary. This need is indicated by the following statements:

> The rural-life problem, which has developed within the past three decades, and which is now forcibly demanding attention, is fundamentally a problem of educational reorganization, and the rural schools of our States are badly in need of such an educational reorganization and redirection as will enable them to render a distinctively larger service to the communities in which they are located.[3]

After a study is made of the local conditions, and suitable standards set up, as little or as much change will be recommended as seems necessary.

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[2] Sixteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma. Oklahoma City 1936, pp 18-22.

[3] Ellwood P. Cubberley, Public School Administration, p 51.

The Purpose

The purpose of the study is to show the present status of the educational program of the county. It is hoped, also, that a contribution will be made in the direction of improving the educational opportunities of the youth of the county. The school building program and any change in school district areas should correspond with the plan of reorganization. The recent changes in population of the county due to drought conditions will doubtless affect both of these items. The change will take place in a random, haphazard way unless a program of reorganization is worked out in advance.

Limitations

A complete program of reorganization would include many items. Chief among them would be administrative units, attendance units, buildings, transportation, and the entire financial program. To include all these items would take our study beyond the scope of this thesis. It would be impossible to study any one of these without giving some consideration to the others. For instance, a program of transportation could not be set up without knowing something about the administrative and the attendance units. In this study the reorganization plan will center around the attendance areas. Materials dealing with the other items will be introduced only to the extent necessary to discuss organization pertaining to attendance areas.

The attendance unit comprises the geographical area and the population included in this area, served by a single school. It is not necessary for this area to constitute a local taxing unit, or an independent system of administration.[4] As one writer has put it, a local attendance unit is the territory served by one school building.[5] The term administrative unit is often used in discussions dealing with reorganization, and it is not synonymous with attendance unit, but refers to all the area under a single system of administration. It may be composed of one or more attendance areas.

The question might rightfully be raised: Why center the study around attendance areas rather than some other phase of the problem of reorganization? The answer is that the other factors, while relevant, are but secondary and would be decided in conjunction with that of attendance areas. Dawson says:

> It happens, however, that in making plans for centralized school districts the plans for attendance units are usually made first, and the creation of the administrative units is an outcome of the plan for attendance units.[6]

In discussing the limitations of this study, one phase that can not escape attention is whether the proposed pro-

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[4] Howard A. Dawson, Satisfactory Local School Units, p 6.

[5] Harry A. Little, Potential Economies in Reorganization of Local School Attendance Units, p 2.

[6] The Constitution of the State of Oklahoma, Article xiii, Section 1.

gram is to be set up within the present state statutes; that is, within present legislative limitations, or whether ideal conditions are to be assumed. To set up a program, and include defects merely to stay within present legislative bounds, would be to accept the state as the final word in educational progress. The other view to take is to recognize that the responsibility for the educational program of the entire state and each locality rests with the state. The constitution of the State of Oklahoma provides that "The Legislature shall establish and maintain a system of free public school wherein all the children of the State may be educated."[6] The State then is the sovereign and final authority. As an entity the State has every legislative and moral right to reorganize school-district units, even though the locality is partially paying for maintenance of the school program.[7] With these facts in mind, the study will be made and the program set up, keeping as nearly as possible within present legislative boundaries, but recognizing that where necessary the state has a right to effect reorganization along ideal lines, also that probably any change necessary for Texas County would operate favorably in the other counties of the state. A program of reorganization of the local school units would be of assistance to the state in its effort to equalize opportunities and financial support of the several units of the state.

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[7] Reorganization of School Units, op. Cit., p 20

A question that is relevant to any program of reorganization of the school is: What will the new program cost and what plans are there to finance it? The cost factor would depend upon a number of things, and could vary greatly. First, is the same educational offering contemplated, or is an improved program contemplated in keeping with the reorganized attendance units? To what extent are the buildings to be improved? It is difficult to get a comparison of the cost of a program before and after the reorganization of an area into better attendance units, because the educational offering is seldom comparable. In this study attention will be given to the attendance areas only; however, the cost factor will be considered and will be held near or within present expenditures. The plan in financing the program will be the same as the present, namely, local initiative plus the state equalization fund.

Presentation

The plan of presentation is to give in Chapter II the findings regarding the present school plan of organization. This serves as a basis for the study. Facts are given on the number of scholastics, assessed valuations, population trends and the teaching personnel. Chapter III gives the standards followed in reorganization. These standards are derived from the reading of the current literature in the field, and represent the best educational practices to-day. In determining the standards there were two principles to

keep in mind: First, any proposed program can not get too far ahead of the people; and second, it must be designed for the welfare of the pupil.

Method of Securing and Handling Data

The data presented in Chapter II were secured from several sources, but the chief sources were: (1) the records in the county offices, including the county clerk, treasurer, and superintendent, (2) State Department of Education, and (3) personal visits to the individual schools. Most of this information was assembled in chart form on two master charts, one dealing with the teacher personnel and the other dealing with the finances of the various districts. From these two charts the tables appearing in Chapter II have been formed. The material for Chapter III is derived from the general reading in the field. All available magazine articles and government bulletins were read, and a number of books. The subject of reorganization seems to be one that is commanding a lot of attention in recent years, with the results that there is an abundance of excellent material on the subject. There were a number of maps used in making the study; the more important ones were maps showing commissioner districts, school districts, township, highway, topography, school house, and residential location. The materials for Chapter IV are really a summary or the application of the information contained in the two previous chapters.

Geographical and Historical Data

Texas County is the central county of the three counties comprising the panhandle of Oklahoma. Texas County is named for the State of Texas, and was organized as a county in 1907. Its history is the history of the panhandle. This rectangular strip, about 35 miles wide and 160 miles long was known as the "Public Land Strip" and was included in 1890. This strip was acquired from Mexico under the treaty of Guadalupe Hidalgo in 1848. Slavery was excluded from the strip by the Missouri Compromise, since it is north of latitude thirty-six, thirty. Because of this, Texas ceded it to the United States in 1850. When New Mexico and Kansas were organized into territories, neither of them included the "Public Land Strip." It was therefore not a part of any organized territory or state, and because of this it became known as, "No Man's Land." It was not until 1890 that its status was changed by including it in Oklahoma Territory.

The geographical facts of Texas County, that would effect the school program are important to this study. The county is practically rectangular in outline, and extends 60 miles from east to west, and 34½ miles from north to south. It includes an area of 2,065 square miles, and 1,221,600 acres, the first county in the state in number of acres. The entire county lies within the Great Plains, and is a part of the High Plains of western Texas, Oklahoma, Kansas, and Nebraska. Approximately 25 per cent of the

county has been dissected and eroded by the North Canadian River. Most of this broken land is devoted to cattle grazing at the present time. The flat plain part of the county is devoted to wheat and small grain farming. In 1926 Texas County produced 12,000,000 bushels of wheat. This was its largest production year. The county has an eastward slope of approximately 16½ feet a mile. The elevation of the county seat town, Guymon, is 3,119 feet.

The boundary between the plains and the eroded part of the county in most places is marked by a sharp slope or low cliff of caliche. This is about the only barrier to cross country travel. The plains part of Texas County is crossed by roads along the section line, and the more important of these roads are usually kept in good condition. The rainfall is not heavy enough to cause delay in traffic. The average annual precipitation is 18.63 inches, and approximately 66 per cent of this occurs from May to September. The number of clear days a year ranges from 200 to 250. All the more important towns are connected by paved or graded roads.[8]

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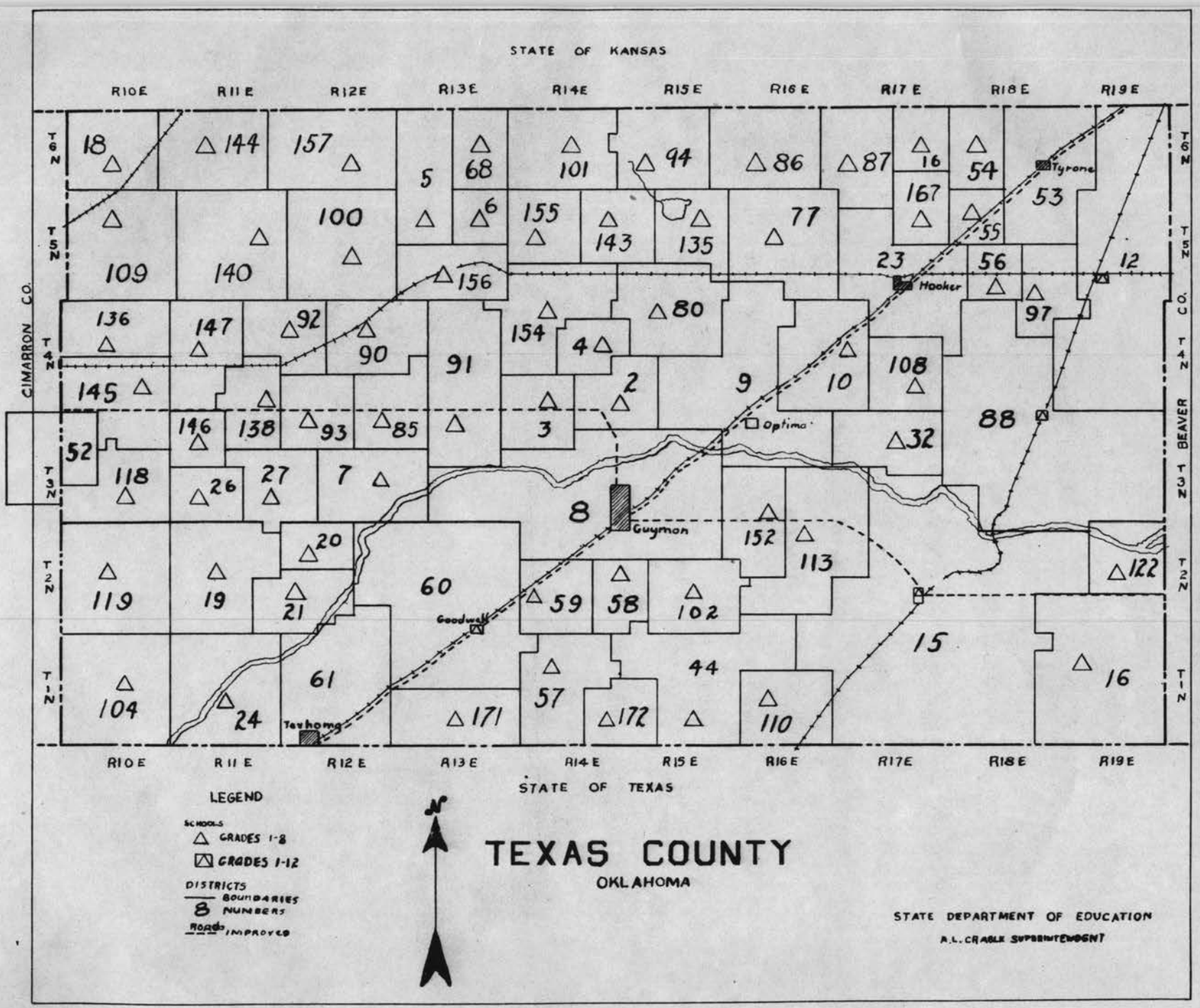
[8] E. G. Fitzpatrick and W. C. Boatright, Soil Survey of Texas County, Oklahoma.


STATE OF KANSAS
R10E R11E R12E R13E R14E R15E R16E R17E R18E R19E
T6N T5N T4N T3N T2N T1N
CIMARRON CO.
BEAVER CO.
Tyrone
Hooker
Optima
Guymon
Goodwell
Texhoma
STATE OF TEXAS
LEGEND
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N
TEXAS COUNTY
OKLAHOMA
STATE DEPARTMENT OF EDUCATION
A.L. CRABLE SUPERINTENDENT

CHAPTER II

A STUDY OF PRESENT EDUCATIONAL OPPORTUNITIES IN TEXAS COUNTY, OKLAHOMA

There are seventy-one school districts in Texas County, four of these are independent and sixty-six are dependent districts. The 1938 enumeration showed a total school population of two thousand eight hundred seventeen. When we consider the area of the county as being two thousand sixty-five miles, this shows a density of one and thirty-five hundredths child of school age to the square mile. The density in 1935 was one and sixty-four hundredths, or a reduction in three years of twenty nine hundredths.

From the above figures it would be anticipated that the school enumeration for the districts would be small. The facts given in Table I reveal that this is true. Of the sixty-six dependent districts, eleven have a school population of five or less, twenty-five districts have ten or less, and fifty-three or little over eighty per cent have an enumeration of twenty or less. The largest district outside of the ones offering high school work is district sixteen with an enumeration of fifty-one. The average enumeration per district is almost forty with a range from zero to six-hundred forty-three, and a standard deviation of thirty and five hundredths. The districts instead of being grouped around the mean are found at the extremes of the distribution. In view of the two facts that the school enumeration includes all people up to and including age twenty, and

TABLE I. SCHOOL ENUMERATION BY AGE LEVELS 1938
TEXAS COUNTY, OKLAHOMA

Number	Name	6-11	12-14	15-17	17-20	6-20
2	Bartels	6	3	2	1	12
3	Easterwood	2	1	2	-	5
4	Midway	7	4	3	-	14
5	Postle	3	2	2	1	8
6	Camp	3	3	1	2	9
7	Red Point	3	-	-	-	3
8	Guymon	278	134	150	81	643
9	Optima	24	6	9	8	47
10	Buffalo	6	5	3	4	18
12	Eureka	62	35	36	25	158
15	Hardesty	89	44	52	30	215
16	Camerick	21	8	12	10	51
18	Round Top	1	2	3	4	10
19	Pleasant Ridge	1	-	1	-	2
20	Annexed to District 61					
21	Annexed to District 61					
23	Hooker	124	89	84	58	355
24	Sunny Side	7	7	5	5	24
26	James	7	3	4	3	17
27	Pleasant	5	5	3	2	15
32	S. Pleasant View	4	5	3	3	15
44	Roy	1	-	1	2	4
53	Tyrone	58	38	30	20	146
54	Buena Vista	9	6	3	1	19
55	Rock Island	6	3	4	1	14
56	Sunny Slope	3	3	4	-	10
57	Frisco	3	5	1	-	8
58	Perkins	4	2	4	2	12
59	Plainview	2	1	2	3	8
60	Goodwell	42	32	31	21	126
61	Texhoma	60	38	42	39	179
68	Pleasant Plains	5	2	-	3	10
77	Prairie Rose	11	3	6	4	24
80	Friendship	19	9	7	1	36
85	Glen Rose	5	3	3	4	15
86	Dague	10	1	9	3	23
87	Lemon	13	6	6	4	29
88	Adams	61	26	30	23	140
90	Beulah	1	2	3	2	8
91	Union Center	4	-	-	1	5
92	Anchor Dee	5	1	2	1	9
93	East Turner	-	-	1	1	2
94	Black	8	4	7	5	24
97	Phoenix	6	3	2	4	15
100	Richland	4	2	3	-	9
101	Brown Corner	7	3	5	5	20
102	Liberty	2	2	2	1	7
104	Union Center	6	4	4	7	21
108	Fairview	7	3	7	2	19
109	Carthage	3	2	1	-	6

TABLE I (Continued). SCHOOL ENUMERATION BY AGE LEVELS 1938
TEXAS COUNTY, OKLAHOMA

Number	Name	6-11	12-14	15-17	17-20	6-20
110	Vernon	1	1	-	3	5
113	Banner	4	3	3	2	12
114	Cosmos	7	1	2	2	12
118	Baker	-	-	2	-	2
119	North Fork	4	2	2	2	10
122	Grand Valley	2	1	2	2	7
135	Fern Wood	7	6	3	4	20
136	Independence	7	3	-	-	10
138	Pleasant Valley	1	1	1	-	3
140	Triumph	5	1	1	1	8
143	Payne	5	2	2	2	11
145	White Hall	6	1	3	2	12
146	Frontier	1	1	-	1	3
147	Center	4	2	6	1	13
152	New Bethel	6	3	2	1	12
154	Eula	11	8	7	4	30
155	Comet	10	3	-	1	14
156	Morning Star	5	3	1	-	9
157	North Flats	3	3	4	-	10
167	Grand View	6	5	3	2	16
169	Victory	-	-	-	-	0
171	South Flats	5	5	4	3	17
172	Prairie View	5	2	2	3	12
Total		1123	617	645	432	2817

that not all enumerated will be in school, it is apparent that the enrollment in some of the districts will be very small.

If the scholastic population is divided into the three age levels corresponding to the six grades of primary work, three years junior high school, and three years senior high school, there will be eleven hundred twenty-three in the primary, six hundred seventeen in the junior high school, and six hundred forty-five in the senior high school group. The remaining four hundred thirty-two are above the age of seventeen.

In checking the scholastic population over a period of years at set intervals it is apparent that there has been a decided decrease in the total population. The largest enumeration for any one year was in 1919, when the enumeration showed four thousand three hundred seventy six. This large number is accounted for by the fact that the World War placed a high demand and a corresponding high price on wheat, with the result that there was an influx of people into the plains region to raise wheat. Since that time the crop and climatic conditions as well as economic conditions have discouraged wheat growing and living in this area with the result that each succeeding year has found a lesser number of scholastics in Texas County. The decrease has continued until the enumeration of 1938 shows a total school population of two thousand eight hundred seventeen. This is a

TABLE II. SCHOLASTIC POPULATION BY STIPULATED INTERVALS
TEXAS COUNTY, OKLAHOMA

District		Scholastic Population as of					Percentage of changes in largest enumeration in previous years
Number	Name	1919	1929	1936	1937	1938	
2	Bartels	24	21	15	14	12	-50
3	Easterwood	31	22	26	13	5	-84
4	Midway	30	29	17	12	12	-53
5	Postle	17	22	9	6	8	-63
6	Camp	62	13	14	13	9	-85
7	Red Point	13	6	3	1	3	-77
8	Guymon	511	662	662	628	633	- 4
9	Optima	107	115	84	71	47	-68
10	Buffalo	69	41	30	24	18	-74
12	Eureka	141	193	149	155	158	-18
15	Hardesty	216	169	235	224	215	- 9
16	Camrick	207	148	63	54	51	-75
18	Round Top	31	30	18	16	10	-68
19	Pleasant Ridge	44	34	9	2	2.	-95
20	Lincoln	-	3	7	Annexed No. 61		-
21	Pumpkin Flat	18	11	6	Annexed No. 61		-
23	Hooker	291	487	407	355	355	-27
24	Sunny Side	70	49	36	26	24	-66
26	James	23	26	15	14	17	-35
27	Pleasant	10	19	19	19	15	-21
32	S.Pleasant View	41	48	24	22	15	-73
44	Roy	6	8	6	4	4	-50
53	Tyrone	254	235	189	173	146	-42
54	Buena Vista	25	25	20	17	19	-34
55	Rock Island	23	20	14	17	14	-39
56	Sunny Slope	26	19	18	14	10	-61
57	Frisco	28	5	14	12	8	-71
58	Perkins	14	11	14	11	12	-14
59	Plainview	49	20	16	10	8	-84
60	Goodwell	139	224	203	144	126	-55
61	Texhoma	285	334	217	190	179	-86
68	Pleasant Plains	50	24	14	11	10	-80
77	Prairie Rose	65	55	37	25	24	-63
80	Friendship	48	58	49	42	36	-38
85	Glen Rose	9	24	8	8	15	-37
86	Dague	68	38	39	31	23	-66
87	Lemon	54	45	34	41	29	-46
88	Adams	284	225	198	170	140	-50
90	Beulah	15	23	10	10	8	-65
91	Union Center	20	25	18	10	5	-80
92	Anchor Dee	15	23	27	16	9	-67
93	East Turner	20	10	11	9	2	-90
94	Black	39	45	33	34	24	-47
97	Phoenix	30	34	20	16	15	-56

TABLE II (Continued). SCHOLASTIC POPULATION
BY STIPULATED INTERVALS
TEXAS COUNTY, OKLAHOMA

District		Scholastic Population as of					Percentage of changes in largest enumeration in previous years
Number	Name	1919	1929	1936	1937	1938	
100	Richland	18	12	4	8	9	-50
101	Brown Corner	76	29	22	21	20	-74
102	Liberty	21	6	12	7	7	-66
104	Union Center	34	36	29	22	21	-42
108	Fairview	37	47	25	18	19	-60
109	Carthage	32	19	8	6	6	-81
110	Vernon	23	22	13	11	5	-78
113	Banner	47	26	21	9	12	-74
114	Cosmos	22	22	15	16	12	-45
118	Baker	40	10	4	4	2	-95
119	North Fork	52	28	25	9	10	-81
122	Grand Valley	12	13	22	18	7	-68
135	Fern Wood	28	23	25	25	20	-28
136	Independence	12	5	11	10	10	-17
138	Pleasant Valley	13	14	10	8	3	-78
140	Triumph	20	14	8	13	8	-60
143	Payne	38	21	17	13	11	-71
145	White Hall	29	34	19	15	12	-65
146	Frontier	9	8	4	3	3	-66
147	Center	19	38	23	14	13	-66
152	New Bethel	41	19	20	11	12	-54
154	Eula	57	51	37	35	30	-47
155	Comet	23	21	13	8	14	-39
156	Morning Star	-	25	11	8	9	-56
157	North Flats	9	14	13	12	10	-28
167	Grand View	35	22	20	23	16	-54
169	Victory	18	16	7	2	-	-100
171	South Flats	41	10	16	8	17	-58
172	Prairie View	48	14	14	14	12	-75
Total		4376	4303	3525	3055	2817	

total decrease of a little over thirty-five per cent in nineteen years, and most of this decrease has occured in the last nine years, or since 1929.

The condition which has prevailed in the total figures has also prevailed in the individual districts. An examination of Table II, shows that every district has suffered a decrease, ranging from the smallest decrease of four per cent in district eight, to one hundred per cent in district one hundred sixty-nine. Two thirds of the districts have lost fifty-per cent or more of their enumeration during this time. The districts which show the smallest percentage of loss are the community center districts. The mean reduction of school population when the present enumeration is compared with the highest enumeration of that district is fifty-eight per cent. This reduction is not confined to any particular part of the county, but is general throughout the rural areas.

A natural question to raise here is, what of the future? Will this reduction continue, or has it reached a plateau? The answer to this is obscured in the uncertainty of the future weather conditions. Unless the rainfall is increased over the average for the past five years there will be a further decrease in the scholastic population. If on the other hand crop conditions are improved there will be some increase in the population. With power machinery being used in wheat farming, this number would never reach the high number of the twenties. The writer is of the opinion that the number of scholastics will not vary much from its

TABLE III. GENERAL POPULATION TRENDS BY TEN YEAR INTERVALS
TEXAS COUNTY, OKLAHOMA

	1910	1920	1930	Percentage of 1910-1920	Gain or Loss 1920-1930
Rural	12,010	10,835	8,374	-9.79	-22.72
Cities and Towns	2,239	3,140	5,726	40.24	82.35
Total for County	14,249	13,975	14,100	-1.93	.89

TABLE IV. ENROLLMENT BY GRADES
TEXAS COUNTY, OKLAHOMA
1936-1937

District Number	Name	Grades 1	2	3	4	5	6	7	8	9	10	11	12	To-tal
2	Bartels	1	-	1	1	3	-	1	-					7
3	Easterwood	2	-	-	1	-	1	2	5					11
4	Midway*	3	-	2	-	1	-	-	-					6
5	Postle	-	1	-	-	-	1	-	2					4
6	Camp	1	-	1	2	-	3	-	2					9
7	Red Point	Transferred												
8	Guymon	69	57	60	61	41	57	52	55	61	62	46	39	660
9	Optima	9	1	4	6	7	5	5	4	9	7	4	5	66
10	Buffalo	1	2	3	-	2	1	3	-					12
12	Eureka	8	10	13	11	10	10	12	14	14	12	8	9	131
15	Hardesty	13	23	17	14	19	18	13	13	20	11	18	11	190
16	Camrick	6	5	6	4	5	5	6	6					43
18	Round Top	2	1	-	-	-	1	1	1					6
19	Pleasant Ridge	Transferred												
20	Lincoln	Transferred												
21	Pumpkin Flat	Transferred												
23	Hooker	33	28	26	32	31	30	24	36	42	28	27	32	369
24	Sunny Side*	3	-	3	-	5	1	1	2					15
26	James	-	3	-	1	-	1	1	-					6
27	Pleasant	1	-	-	-	4	-	3	1					9
32	S.Pleasant View	-	-	1	-	3	2	3	-					9
44	Roy	Transferred												
53	Tyrone	9	6	18	9	13	18	12	17	10	10	10	9	141
54	Buena Vista	1	1	1	3	-	4	2	1					13
55	Rock Island*	2	-	-	1	-	1	1	1					6
56	Sunny Slope*	-	-	-	1	-	-	3	1					5
57	Frisco	-	-	-	2	-	2	3	2					9
58	Perkins	Transferred												
59	Plainview	Transferred												
60	Goodwell	8	8	7	9	11	10	13	14	14	15	15	16	141
61	Texhoma	19	12	14	12	10	13	13	32	24	26	27	30	232

TABLE IV (Continued). ENROLLMENT BY GRADES
TEXAS COUNTY, OKLAHOMA
1936-1937

District Number	Name	Grades 1	2	3	4	5	6	7	8	9	10	11	12	To-tal
68	Pleasant Plains	-	2	1	1	-	2	1	2					8
77	Prairie Rose*	2	1	1	-	-	-	3	1					8
80	Friendship	2	5	4	3	3	1	4	-					22
85	Glen Rose	Transferred												
86	Dague	4	2	-	1	3	-	1	4					15
87	Lemon	7	3	1	4	2	3	1	2					23
88	Adams	12	16	17	13	10	13	17	11	26	15	10	18	178
90	Beulah	-	-	-	1	1	3	1	-					6
91	Union Center*	-	-	-	1	2	1	4	-					8
92	Anchor Dee	2	-	1	2	1	1	1	4					12
93	East Turner	2	-	-	2	1	1	1	1					8
94	Black	1	1	-	-	3	1	2	3					11
97	Phoenix	-	-	2	1	-	3	1	-					7
100	Richland	1	-	-	1	1	2	1	2					8
101	Brown Corner	1	-	1	2	1	-	3	2					10
102	Liberty*	-	1	-	-	2	3	-	-					6
104	Union Center	1	1	-	2	3	-	2	-					9
108	Fairview	1	2	2	-	1	-	-	2					8
109	Carthage	Transferred												
110	Vernon	Transferred												
113	Banner	Transferred												
114	Cosmos	2	2	2	-	-	1	-	3					10
118	Baker	Transferred												
119	North Fork	1	1	2	1	-	2	-	1					8
122	Grand Valley*	2	-	1	1	-	1	-	2					7
135	Fern Wood	2	-	3	1	-	2	5	1					14
136	Independence*	1	1	-	2	-	1	2	-					7
138	Pleasant Valley	-	1	1	-	1	1	1	-					5
140	Triumph	1	2	1	1	-	-	2	-					7
143	Payne	Transferred												
145	White Hall	3	2	1	-	2	1	2	2					13
146	Frontier	Transferred												
147	Center	-	2	-	3	-	3	3	2					13
152	New Bethel*	1	2	2	-	1	1	1	3					11
154	Eula	3	1	1	3	5	2	3	1					19
155	Comet	2	2	1	3	-	-	1	3					12
156	Morning Star	1	1	-	1	1	1	1	-					6
157	North Flats	1	-	-	-	2	3	-	-					6
167	Grand View	-	-	2	4	-	1	2	1					10
169	Victory	Transferred												
171	South Flats	Transferred												
172	Prarie View	3	1	-	2	-	2	1	-					9
Total		251	210	224	226	211	240	240	262	220	186	165	169	2604

* Transferred 1937-1938

present figure.

In the preceding section the discussion has been confined to the scholastic population, and we would expect the general population trend to follow this same general decrease. In each of the ten year periods from 1910 to 1920 and again from 1920 to 1930, there was a decrease in rural population, while in each period there was an increase in the urban population. Table III shows that there was a net gain for the entire county or less than one per cent from 1920-1930. This table is based upon the United State census, and does not go beyond the 1930 census, therefore it does not show the facts for the drough period since 1930. There are no general population figures available for this period, but there has been a decrease.

The school enrollment for 1936-1937 shows a total of two thousand six hundred four. This is a high percentage of the scholastic enumeration. We are comparing the enrollment of 1936-1937 with the enumeration of 1938, this was necessary as the annual reports of the teachers had not been filed at the time the enumeration was completed. This would account to some degree for the slight difference of only two hundred thirteen. There is another reason for the closeness of the two figures. In the plains region there is not the opportunity for work, and consequently not a high percentage of dropping out of school.

It is interesting to note that the two largest total enrollments in any of the twelve grades is in the first and

eighth. The piling up in the first grade is typical due to retentions, and the large number in the eighth is due in part to the lack of opportunity to go on to high school. It is not unusual to find a student spending two years in the eighth grade of his own volition.

The average enrollment in the eight grades of the forty-eight districts maintaining rural schools was twelve students and ranged all the way from four students to forty-three students. The median number of pupils in the forty-eight schools was nine. Two schools had five students each, and eight schools, the largest number, had six students each. The standard deviation for this group of schools is six and three tenths. This list contains all the schools in the county not already transferred or not giving high school work. Only two of the nine schools giving high school work have an enrollment of over two hundred in the entire school. One school is giving high school work for twenty-five students, and another for forty-three. Only three of the nine high schools have over one hundred enrolled in the four upper grades.

In 1936-1937 sixteen districts of the rural group transferred to another school, and during the school year 1937-1938 there were eleven more transferred. A check of these show that it is not always the smallest districts that transfer.

Eighty-one per cent of the students of Texas County have the advantage of a nine months school, and are enrolled

TABLE V. NUMBER AND PERCENTAGE OF PUPILS ENROLLED IN SCHOOLS ACCORDING TO LENGTH OF TERM AND NUMBER OF TEACHERS 1937

Length of term in months	One Teacher Schools		Two Teacher Schools		Three to Five Teacher Schools		Six to Nine Teacher Schools		Ten or More		All Schools	
	No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total
7												
8	453	17.4	43	1.6							496	19
9							847	32.6	1261	48.4	2108	81
Totals	453		43				847		1261		2604	

TABLE VI. GRADE DISTRIBUTION OF PUPILS BY NUMBER AND PERCENTAGES ARRANGED BY SCHOOLS HAVING INDICATED NUMBER OF TEACHERS 1937. TEXAS COUNTY, OKLAHOMA

Grade	Pupils enrolled or in membership in						
	One Teacher Schools	Two Teacher Schools	Three to Five Teacher Schools	Six to Nine Teacher Schools	Ten or More	All Schools	
	Number	Number	Number	Number	Number	No.	% of total
1	64	6		60	121	251	9.6
2	44	5		64	97	210	8
3	42	6		76	100	224	8.6
4	55	4		62	105	226	8.7
5	54	5		70	82	211	8.1
6	61	5		74	100	240	9.2
7	73	6		72	89	240	9.2
8	60	6		73	123	262	10.3
Total Elem.	453	43		551	817	1864	71.7
9				93	127	220	8.4
10				70	116	186	7.1
11				65	100	165	6.3
12				68	101	169	6.5
Total H. S.				296	444	740	28.3
Grand Total	453	43		847	1261	2604	
% of T.	17.4	1.6		32.6	48.4		100

in schools having six or more teachers in the school. Nineteen per cent are enrolled in schools having eight months terms. Only seventeen and four tenths of all the students are found in one teacher schools, but in 1936-1937 this small percentage was scattered between forty-seven separate schools.

In the study of the salaries paid the one hundred fifty teachers of the county, it was found that the teachers in the one room schools received an average monthly salary of seventy-nine dollars and eight cents. This varied upward until the bracket of ten or more teachers was reached where the average monthly salary was one hundred one dollars and thirty-seven cents. There was a greater difference in these salaries than this figure would indicate, as all the teachers in the one room schools were paid eight months and those in the larger school group were paid nine months.

Almost one-third of the teachers were teaching in one room schools. This is significant in view of the fact that only a fraction over seventeen per cent of the students were there. The teacher pupil ratio in these one room schools was twelve and six tenths, while in the schools with six or more teachers the ratio was thirty-one and two tenths, or more than double.

The scholastic preparation of the teachers in the one room schools was below those in the larger. The average preparation was two and six tenths years of college. Twenty seven of the forty-seven teachers in this group had between sixty-one and ninety hours of college preparation. The

TABLE VII. TEACHERS SALARIES ARRANGED BY SCHOOLS HAVING INDICATED NUMBER OF TEACHERS 1937

Monthly Salary	One Teacher Schools	Two Teacher Schools	Three to Five Teacher Schools	Six to Nine Teacher Schools	Ten or more Teacher Schools	All Schools	
	Number	Number	Number	Number	Number	No.	% of total
51-60	2				1	3	2
61-70	17			8		25	16.7
71-80	19			18	7	44	29.4
81-90	8	1		11	20	40	26.8
91-100		1		4	14	19	12.7
101-110				1	3	4	2.7
111-120					1	1	.6
121-130	1			1	1	3	2
131-140					1	1	.6
141-150				1	2	3	2
151-160							
161-170				2		2	1.3
171-180					1	1	.6
181-190							
191-200				1	1	2	1.3
201-210							
211-220					2	2	1.3
221-230							
Total	47	2		47	54	150	
% of total	31.3	1.3		31.3	36.1		
Average	$79.08	$95.00		$100.39	$101.37		

TABLE VIII. SCHOLASTIC PREPARATION OF TEACHERS ARRANGED BY SCHOOLS HAVING THE INDICATED NUMBER OF TEACHERS. (1937)

College Hours	One Teacher Schools	Two Teacher Schools	Three to Five	Six to Nine	Ten or more	All Schools	
	Number	Number	Number	Number	Number	No.	% of T
41-60	9			2	1	12	8
61-90	27			10	7	44	29.4
91-no degree	4	1		6	11	22	14.6
Bachelor's	7	1		29	32	69	46
Master's					3	3	2
Total	47	2		47	54	150	100
% of total	31.3	1.3		31.3	36.1		
Average yrs. in college	2.6	3.7		3.6	3.8	3.37	

fifty-four teachers in the larger schools, with ten or more teachers, averaged just two tenths of a year, less than college graduates, and the six teacher schools only four tenths under the standard baccalaureate degree. The teacher in the larger school was better prepared by more than a year, than his rural co-worker, the teacher in the one room school.

In tabulating the teacher tenure, only the number of years completed in this particular school is considered. Twenty-two of the forty-seven one teacher schools was manned by a teacher who was teaching his first year in that school, and only two out of all the one teacher schools enjoyed the distinction of having a teacher with as much as three years tenure. In the six to nine teacher schools the average tenure of the teachers was three years, and in the ten or more teacher schools, the average teacher had completed three and eight tenths years in his particular present school. This latter group surpassed his less secure educator by over three years.

In years of experience the same advantage accrued to the teachers in the larger systems. The average number of years experience of the teachers in the one room schools was three and twenty-two hundredths years, while at the other extreme, the teacher in the largest classification had taught seven and fifty-six hundredths years, or over twice the experience. The teachers in the six to nine teacher schools had been teaching on the average of four and one half years. It is worth noting that ten of the one teacher

TABLE IX. TEACHER TENURE ARRANGED BY SCHOOLS HAVING THE INDICATED NUMBER OF TEACHERS. (1937)

Year's Experience Completed	One Teacher Schools	Two Teacher Schools	Three to Five Teacher Schools	Six to Nine Teacher Schools	Ten or more Teacher Schools	All Schools	
	Number	Number	Number	Number	Number	No.	% of total
0	22		2		3	27	18
1	17	1	13		10	41	27.4
2	6		13		5	24	16
3	2	1	12		11	26	17.3
4					10	10	6.6
5					3	3	2
6					4	4	2.7
7			2		2	4	2.7
8			4		1	5	3.3
9					2	2	1.3
10							
11					2	2	1.3
12					1	1	.7
Above 12			1*			1	.7
Total	47	2	47		54	150	100
Average No. Yrs.	.76	2	3/		3.8		

* 28 years.

TABLE X. TEACHER EXPERIENCE ARRANGED BY SCHOOLS HAVING INDICATED NUMBER OF TEACHERS
YEAR 1937

Years Experience	Teachers In School						
	One	Two	Three to Five	Six to Nine	Ten or More	All Schools	
	Number	Number	Number	Number	Number	Number	Percentage of Total
0	10	1		7	5	23	15.3
1	10	1		7	3	21	14
2	4			6	5	15	10
3	6			4	2	12	8
4	1			5	1	7	4.7
5	1			2	5	8	5.3
6	6			3	4	13	8.7
7	3			3	8	14	9.3
8	1			4	4	9	6
9	2			1	5	8	5.4
10	2				1	3	2
11					2	3	2
12					2	2	1.3
13				1	1	2	1.3
14				2	1	3	2
15 up				2	5	7	4.7
Total	47	2		47	54	150	100

schools had as its teacher a beginning teacher, and another ten of them had teachers with only one year of experience. There were twenty teachers out of the forty-seven then that had one or less years actual teaching experience. Contrast this with eight out of fifty-four with this preparation in the ten teacher or larger schools.

We have made a study of the enumeration in the districts, the enrollment in each school, the teaching personnel from the standpoint of salary, experience, scholastic preparation, and tenure, length of term, and enrollment according to number of teachers. We next turn our attention to the educational opportunities from the standpoint of finances. We will take up three phases of the question; assessed valuations, tax rates, and total indebtedness.

In considering the assessed valuations in Table XI, the valuations of the districts after the homestead exemptions were deducted were considered. The reason for this, is because it represents the districts effort to provide education for its children. The valuations range from $33,328.00, for district one-hundred-forty-six to $1,721,859, for district eight. In these districts the valuation for each scholastic is $11,109.00 and $2,678.00 respectively. There is $5,008.00 worth of property back of every child enumerated in the county.

More information can be gained from determining how much effort is being put forth in the districts as indicated by the valuations and the tax rate. The range of valuation

TABLE XI. ABILITY AND EFFORT OF THE DISTRICTS TO FINANCE EDUCATION IN 1936-1937

District		Assessed Valuation		
Number	Name	Total	Per Census Child	Total Tax Rate
2	Bartels	70,119	5,846	10.46
3	Easterwood	64.755	12,930	9
4	Midway	55,847	3,990	11.6
5	Postle	101,720	12,715	4.62
6	Camp	45,760	5,084	7
7	Red Point	73,855	24,618	4.63
8	Guymon	1,721,859	2,678	18.12
9	Optima	219,349	4,667	19.65
10	Buffalo	356,562	19,809	3.5
12	Eureka	893,426	1,650	21.36
15	Hardesty	738,055	3,432	17.72
16	Camrick	170,754	3,348	14.8
18	Round Top	123,270	1,232	3.1
19	Pleasant Ridge	108,525	54,262	- -
20	Annexed to 61	31,419	- -	13.50
21	Annexed to 61	49,609	- -	13.50
23	Hooker	992,550	2,852	17.81
24	Sunny Side	119,620	4,970	16
26	James	44,305	2,608	13.5
27	Pleasant	57,856	3,857	13.5
32	S. Pleasant View	81,105	5,407	10.5
44	Roy	129,803	32,450	- -
53	Tyrone	561,682	3,847	20.65
54	Buena Vista	94,290	4,951	10.2
55	Rock Island	174,263	12,451	5.5
56	Sunny Slope	83,447	8,344	12
57	Frisco	69,485	8,686	5.4
58	Perkins	76,596	6,384	7
59	Plainview	201,776	25,222	6.25
60	Goodwell	728,410	5,254	23.98
61	Texhoma	713,785	3,980	20.37
68	Pleasant Plains	51,290	5,129	7.50
77	Prairie Rose	229,661	9,566	4.85
80	Friendship	179,329	4,984	4
85	Glen Rose	68,860	4,583	7.32
86	Dague	137,880	5,978	6
87	Lemon	125,810	4,342	4.5
88	Adams	670,267	4,810	10.61
90	Beulah	104,108	13,010	3.1
91	Union Center	112,026	22,505	9.22
92	Anchor Dee	79,051	8,783	13.5
93	East Turner	63,340	31,670	6.22
94	Black	104,959	4,372	4.8
97	Phoenix	130,126	8,675	8.34
100	Richland	133,447	14,827	4.2
101	Brown Corner	131,726	6,586	2.6

TABLE XI (Continued). ABILITY AND EFFORT OF THE DISTRICTS TO FINANCE EDUCATION IN 1936-1937

District		Assessed Valuation		
Number	Name	Total	Per Census Child	Total Tax Rate
102	Liberty	122,433	17,490	2.75
104	Union Center	148,475	7,070	2.6
108	Fairview	129,337	6,807	6.7
109	Carthage	155,177	25,862	3.1
110	Vernon	116,702	23,350	5.92
113	Banner	125,237	10,436	10.00
114	Cosmos	146,177	12,181	3.22
118	Baker	71,850	35,925	4.50
119	North Fork	148,565	14,856	1.6
122	Grand Valley	55,580	7,940	13.5
135	Fern Wood	100,452	5,022	8.5
136	Independence	82,690	8, 269	4
138	Pleasant Valley	81,817	2,727	6.3
140	Triumph	133,935	1,674	6.1
143	Payne	81,583	7,416	4
145	White Hall	136,405	1,136	5
146	Frontier	33,328	11,109	8.70
147	Center	114,543	8,811	1.1
152	New Bethel	86,080	7,173	13.5
154	Eula	172,670	5,755	3
155	Comet	81,639	5,831	- -
156	Morning Star	88,866	9,874	3.3
157	North Flats	139,250	13,925	9.75
167	Grand View	83,020	5,188	9
169	Victory	52,375		6.2
171	South Flats	96,171	5,657	11.1
172	Prairie View	48,244	4,020	13.5

in the districts for each enumerated child is from a low of $1,232.00 in district eighteen, to a high of $54,262.00, in district nineteen. The reason for this is not in the total valuation, as the valuations of the two districts are only about fifteen thousand dollars apart. The real reason is that there are ten children enumerated in eighteen, and only two in district nineteen.

It is evident from Table XII that there is a wide difference in the amount of wealth each enumerated child has behind his educational opportunity under the present district system used in the county. There were three districts in the county that did not make a levy in 1936-1937 for educational purposes, and at the other extreme four districts levied over twenty mills to meet their educational obligation. The mean levy in the county was eight and forty-seven hundredths mills.

In Table XII in order that a fair comparison might be made the evaluation is shown for 1937 without the deductions being made for homestead exemption. A further reason this is done, is because that is the figure that actually represents the value within the district, and the treasurer of the district receives an income on this amount; either from the state or district.

The year 1931 is selected as the year for comparison since that is the year of the beginning of the adverse climatic and economic conditions in the area. During the period from 1931 to 1937 only three districts increased in

TABLE XII. ASSESSED VALUATIONS AND CURRENT EXPENSE RATE FOR STIPULATED YEARS

Districts		Valuation 1931	Rate 1931	Valuation 1937	Rate 1937
No.	Name				
2	Bartels	112,965	12.2	74,229	9.76
3	Easterwood	111,110	7.7	69,315	7.96
4	Midway	97,922	10.2	62,797	9.48
5	Postle	63,720	15.	102,720	4.1
6	Camp	73,624	15.	45,760	5.84
7	Red Point	117,390	7.	74,495	4.63
8	Guymon	2,688,480	15.	1,873,604	12.79
9	Optima	586,574	12.7	228,209	13.5
10	Buffalo	564,506	5.3	369,432	2.9
12	Eureka	1,319,195	14.3	949,631	12.04
15	Hardesty	1,087,186	15.	785,193	13.4
16	Camrick	323,723	15.	189,594	10.22
18	Round Top	198,840	6.	130,150	1.37
19	Pleasant Ridge	194,000	6.4	111,245	- -
20	Annexed to No. 61	45,910	15.	36,501	13.5
21	Annexed to No. 61	86,495	10.3	51,248	13.5
23	Hooker	1,682,040	15.8	1,084,437	11.31
24	Sunny Side	218,185	15.	134,100	10.82
26	James	65,750	15.4	47,585	8.89
27	Pleasant	87,465	11.	62,176	9.14
32	S. Pleasant View	151,146	8.4	89,985	6.92
44	Roy	205,099	8.4	129,803	- -
53	Tyrone	934,556	17.	599,627	13.5
54	Buena Vista	135,240	13.5	95,290	7.07
55	Rock Island	277,074	7.5	182,263	4.3
56	Sunny Slope	124,483	7.4	86,447	7.9
57	Frisco	119,905	7.4	73,395	5.
58	Perkins	123,944	7.	80,596	5.9
59	Plainview	311,071	4.1	205,776	3.8
60	Goodwell	1,167,601	11.6	773,540	11.3
61	Texhoma	1,166,785	15.	784,940	13.5
68	Pleasant Plains	81,215	13.1	56,290	7.5
77	Prairie Rose	347,370	8.	247,461	3.49
80	Friendship	290,760	8.5	192,459	1.96
85	Glen Rose	100,381	10.3	72,500	4.61
86	Dague	191,695	9.5	140,760	3.34
87	Lemon	198,355	14.7	136,490	3.66
88	Adams	972,968	15.	718,747	9.41
90	Beulah	114,985	10.6	107,708	2.44
91	Union Center	84,280	7.1	112,746	6.62
92	Anchor Dee	102,595	8.8	84,051	10.94
93	East Turner	98,626	10.4	66,680	5.06
94	Black	171,175	7.	114,959	2.95
97	Phoenix	199,604	9.2	137,126	6.64
100	Richland	204,216	7.8	141,287	4.2
101	Brown Corner	192,680	6.3	142,726	2.2
102	Liberty	188,089	4.5	126,433	2.49

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TABLE XII (Continued). ASSESSED VALUATIONS AND CURRENT EXPENSE RATE FOR STIPULATED YEARS

Districts		Valuation 1931	Rate 1931	Valuation 1937	Rate 1937
No.	Name				
104	Union Center	239,817	3.6	160,315	2.02
108	Fairview	204,088	6.5	141,337	5.04
109	Carthage	248,236	7.2	158,137	2.54
110	Vernon	180,541	10.6	120,382	3.16
113	Banner	240,931	8.2	131,357	6.5
114	Cosmos	117,418	15.	151,137	2.36
118	Baker	96,955	9.4	75,580	4.5
119	North Fork	225,405	3.9	152,445	1.46
122	Grand Valley	84,689	9.1	58,140	9.09
135	Fern Wood	146,030	7.3	105,252	6.4
136	Independence	109,045	7.1	85,690	2.86
138	Pleasant Valley	103,701	9.5	84,777	5.
140	Triumph	217,256	4.9	138,695	5.01
143	Payne	123,928	8.9	87,123	3.22
145	White Hall	75,742	11.1	141,365	3.52
146	Frontier	52,138	15.	34,968	8.7
147	Center	138,933	5.1	125,433	.98
152	New Bethel	136,050	14.6	90,080	9.39
154	Eula	275,140	8.	184,430	2.36
155	Comet	120,222	11.	82,639	- -
156	Morning Star	101,688	10.7	93,906	2.95
157	North Flats	144,610	6.3	143,250	6.35
167	Grand View	127,435	6.5	86,980	7.56
169	Victory	83,605	9.	53,015	3.65
171	South Flats	141,511	6.2	98,011	8.75
172	Prairie View	83,566	15.	51,464	8.6

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valuation, all the others decreased. During this time the levy for current expenses also decreased in most of the districts, only eight increased levy. Three factors at least contributed to this reduction. First, additional state funds were granted to the districts under House Bill 6. Second, it was the order of the day to reduce the educational budget during this period. Third, and to a lesser degree it was due to the decrease in enrollment.

The bonded indebtedness of the districts of the county is very reasonable. The total indebtedness is $285,500.00 and the valuation of the county is over fourteen million dollars, and that is with the homestead exemption deducted. This is a bonded debt of about two per cent. It is interesting to note that all this is owed by districts maintaining high schools except $16,500.00. In most instances it represents an expenditure for and an investment in a high school building. The tax rate on this debt service ranges from one and two tenths mills to nine and thirty-two hundredths.

CHAPTER III

CRITERIA FOR THE REORGANIZATION OF TEXAS COUNTY, OKLAHOMA, SCHOOLS

Organization

The organization of the districts of Texas County has a direct bearing upon the educational opportunity of the students of the county. In considering a program of reorganization of attendance units it is necessary to establish the criteria to follow in measuring a number of features of the new program. The importance of this is indicated by the statement:

> It follows, therefore, that the establishment of criteria of the essential characteristics of local school units that can preform the functions and services required of them, and the setting up of procedures for the organization of local units that conform to these accepted criteria, is to-day one of the major problems, if not the major problem, of American education.[1]

Larger Units Necessary

Without attempting at this time to say or determine the optimum size of the school district, the results of the study of the professional literature on the subjects indicate a larger unit is necessary. There is a general feeling that the present district system of education was developed to meet the needs of an earlier day and needs to be revised by

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[1] Reorganization of School Units, A report of the Proceedings of a Conference Called by the Commissioner of Education, Washington, D. C. (June 17, 18, and 19, 1935), United States Office of Education, Bulletin, 1935, No. 15 p 6.

extending the district. One writer in speaking of the district says:

> It was the natural unit in the beginning of our school system. It was particularly adapted to a time of little general interest in public education, before the period of state and county school officers and a developed administrative organization, and to agricultural communities with but few means of communication and but little interest in one another.[2]

In another part of the discussion of the district system, the same authority says:

> The result is that to-day, after nearly all the conditions which gave rise to the district form of organization have passed away, and when new social and educational needs are almost imperatively demanding a larger and a better unit for rural-school organization and administration and a different type of school, the little district unit is tenaciously clung to by the rural people of many of our States, and largely because they remember its earlier advantages and are blind to its present defects.[3]

The Sixteenth Biennial Report of the Superintendent of Public Instruction recognized the need of larger districts to serve the needs of the secondary school in Oklahoma. The following statement, taken from the report, points out the change that has occurred in our social life and also the need: "With marked improvements in roads and means of communication and transportation, larger high school units are not only possible, but desirable and necessary."[4] In the

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[2] Ellwood P. Cubberley, Public School Administration, p 62.

[3] Ibid., p 63

[4] Sixteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma, p 3.

report made in 1930 to the State Board of Education, The Oklahoma Survey Commission, speaking of the movement to consolidate school districts said in its report, "It is recommended that this movement be stimulated still further by the state. Inefficient one-teacher schools, which might be easily consolidated were found still in existence."[5]

It would not be conclusive proof that the proper thing to do was to increase the size of the districts of our state because other states were doing it, but it would give us the trend in this matter. The United States Office of Education reported that there had been 17,248 consolidations in 43 states, and that 16 states reported 400 new consolidations during the year 1933-34.[6] This would seem to indicate that the districts over the United States were enlarging.

"The small district with its small school belongs to a social order which has long been obsolete,"[7] expresses the opinion of H. A. Little, writing on the subject of school reorganization. He points out that the present traditional district system has been carried over from the pioneer days. The population of the country has been moving toward the urban centers, and depopulating the rural areas, further

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[5] Financing Oklahoma Schools, Oklahoma Survey Commission, 1930, p 22.

[6] David T. Blose, "Some Consolidation Statistics," School Life (April 1936) p 35.

[7] Potential Economies in Reorganization of School Attendance Units, p 5.

reducing the size of the local unit. Also the voluntary restraint on the size of the rural family has further reduced the number of scholastics in these districts created decades ago.

The small units do not lead to economy in administration according to Howard A. Dawson. He says:

> In short, as is recognized by practically every authority on school administration in America, the small local unit of school administration is one of the chief obstacles to equality of educational opportunity and of tax burdens and to economy and efficiency in school management.[8]

In discussing the problem of state support in education the criticism of the small unit of attendance areas is introduced, and even in this connection the writers advocate larger units:

> No matter how wealthy a district may be, it is not able to exercise local initiative if the area over which it has control is so small that it can not operate a complete school system. Districts thus unable to present a desirable educational program must combine in one way or another with other school districts to remedy the situation.[9]

This quotation is typical of the comments on the financial side, as it relates to reorganization. Certainly increased size is desirable if it leads to economy without damaging the program; and writers advocate increasing the size of the attendance unit, even though the district is able to finance the restricted program.

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[8] Satisfactory Local School Units, p 4.

[9] Paul R. Mort, State Support for Public Education, p 187.

We have quoted several authorities on the subject of increasing the size of the district. We did not wish to take a position in favor of or against the reorganization into larger units, until several authorities could be consulted. After reading the above statements and many others, this is our only conclusion: The "Little Red Schoolhouse" of pioneer America, with all its tradition and sentiment, must give way to one better adapted to the modern day. It will not be a small district, but one of larger area and a larger attendance unit.

Advantage of the Larger Units

The major factor in the operation of an efficient school is the teacher. Splendid buildings, modern equipment, and financial independence make efficient instruction easier, but they do not make up for a lack of it. Will the larger units have an advantage over the one teacher schools when we consider the teaching personnel?

According to a survey, made in 1930, teachers in one teacher schools received an average annual salary of $788; those in two teacher schools received $829; and those teaching in consolidated schools received an annual salary of $1,037. With this difference in annual income we may expect to find an increase in teacher training and tenure with the increase in salary. The same study verified this expectancy. The teachers in the one teacher schools had attended on an average four years and one month of school above the twelfth grade; this was one year and four months less than the teach-

ers in the consolidated schools had attended. Along with this briefer period of scholastic training the average teaching experience of the teacher in the one teacher school was two years and six months. The teachers in the consolidated schools had taught on an average of three years and eight months.[10]

The small rural school can hardly expect to be able to attract as well equipped teachers as the urban centers can. The qualified teacher does not want to work under the impositions of the small one teacher rural school. There are too many grades to be taught, living accommodations are limited, there are not very many social contacts, the prestige of the position is not appealing, and the deficiencies of the school building and equipment are apparent.[11]

When we turn from a consideration of the teaching personnel to other factors pertaining to the advantages of the larger attendance unit, we find an advantage in favor of the larger schools here also. As to the age-grade and grade-progress status of the pupil, there is more over-aged pupils in the small schools. This is especially true in the lower grades. Retarded pupils have dropped out before they have reached the upper grades of the smaller schools.[12]

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10 Reorganization of School Units, A report of a Conference Called by the Commissioner of Education, Washington, D. C. Bulletin 1935, No. 15, pp 66, 67.

11 Howard A. Dawson, Satisfactory Local School Units, p 89.

12 Ibid., p 23.

Research studies of time allotment to pupils and to the classes in schools of various sizes indicate that the schools with six or more teachers have the most favorable time allotment. The teacher in the one room school will perhaps have 25 to 30 classes per day and will have only about 12 minutes to give to each recitation. The standard time allotment set up by research studies requires a minimum of one teacher per grade.[13] According to authorities in the field, this increased time allotment leads to increased achievements. The consolidated, and the larger schools, get better class-room results than the smaller schools.[14]

The small schools of necessity are limited in the curriculum offerings. There is not enough teaching time, and there is not an opportunity for the teacher to specialize in one particular field.[15] The cost per pupil is greater in the one teacher school; especially is this true if an equal program is offered.[16] The annual school session is longer in the large than in the smaller schools, this difference sometimes amounting to as much as two months.[17] Pupils

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13 Ibid., p 24.

14 Reorganization of School Units, A report of a Conference Called by the Commissioner of Education, Washington, D. C. Bulletin 1935, No. 15, p 16.

15 Howard A. Dawson, op. cit., p 26.

16 Ibid., p 27.

17 Reorganization of School Units, A Report of a Conference Called by the Commissioner of Education, Washington, D. C. Bulletin 1935, No. 15, p 64.

attending the consolidated and other large schools are more regular in their attendance, and are retained in school longer than in the smaller schools.[18]

The Minimum Size of a Satisfactory School

In reading the literature on the subject of the satisfactory size for the efficient school it is evident that more is known about the minimum size for the satisfactory school, than is known about the optimum size. It is difficult to establish criteria for determining the size of the school, because local economic conditions and also density of population enter in to prevent a fixed standard.[19]

An effort will be made, however, to establish a standard to abide by, with the understanding that it must be used in the light of local conditions. The pupil-teacher ratio would be one of the determining factors in the minimum size of a school. From the practice in city school systems, the standards set by the North Central Association of Colleges and Secondary Schools, and the number set by writers in the field, the following pupil-teacher ratio is suggested: For the elementary grades, 40 pupils per teacher; and for the senior high school grades, 23 to 30 pupils per teacher; for the junior high school grades, 30 to 35 pupils per teacher.[20]

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[18] Reorganization of School Units, A Report of a Conference Called by the Commissioner of Education, Washington, D. C. Bulletin 1935, No. 15, p 65.

[19] Harry A. Little, Potential Economies in Reorganization of School Attendance Units, p 6.

[20] Howard A. Dawson, op. cit., pp 21-22.

Statistics of enrollment by grades in the elementary schools reveals the fact that there is frequently a larger porportion of students in the lower two grades than in the other grades. This excess enrollment is explainable on the basis of uneven progress through school and the retention of the slower pupils. This fact makes it impractical to figure one teacher to the grade. Accepting this statement, then we would set seven teachers as the desirable minimum number of teachers for a school. This would provide one for each of the six grades, and a seventh teacher to meet the situation of retardation in the lower grades. If we connect this with the ratio set in the fore part of this paragraph, the elementary school should have a minimum enrollment of approximately 240 to 280 pupils.[21]

The curriculum necessary for a complete and comprehensive high school has been analyzed in terms of teaching positions, and ten has been set as the minimum number of teaching positions. The only way this number could be reduced would be by combining teaching fields, and such an arrangement would call for an absolute minimum of seven teaching positions. In terms of the teacher-pupil ratio already discussed, the three year junior high school should have an enrollment of 245 to 350 pupils. The three year senior high school should have from 185 to 250 pupils enrolled.[22]

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[21] Ibid., p 27.

[22] Ibid., p 30.

In concluding the discussion of the minimum size for the satisfactory school, the following quotation seems pertinent:

> Analysis of the educational program to be carried on, the research findings as to educational results produced in schools of various sizes, the unit cost of education, and expert opinion all indicate the conclusions that a satisfactory elementary school should have about 250 to 280 pupils, seven teachers and six years of instruction. A satisfactory high school attendance unit should have in all cases at least seven teachers. If it is a three year junior high school it should have about 245 pupils; if a senior high school, about 175 pupils--------.[23]

Length of Term

The length of the term of the school should be satisfactory to accomplish the purpose of the school. If we abide by the practice prevailing in the schools of cities above the 2,500 population mark we shall have a school of thirty-six weeks per year. We shall set this figure as the minimum standard for the reorganized schools of Texas County.

Plan of Organization

The prevailing plan of organization in the country at present is the 8-4 plan. This plan might be termed the traditional plan. The trend in the last fifteen years has been toward an organization on the basis of six years in the elementary grades.[24] The reason for this change is the feeling that it is a waste of time to spend eight years on the tra-

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[23] Howard A. Dawson, "Satisfactory Local School Units." The Nations Schools, XV (January, 1935), p 29.

[24] Reorganization of School Units, A Report of a Conference Called by the Commissioner of Education, Washington, D. C. Bulletin 1935, No. 15, p 8.

ditional elementary school curriculum. It has been demonstrated that the fundamental elementary subjects can be learned in the first six years of the elementary schools. The three years in junior high school under the new plan of organization offers a period of exploration in various fields of activity. This tends to reduce failures in school, and it serves to bridge the gap between the elementary school and the high school, thus eliminating some of the drop outs that come at the close of the compulsory school age.[25] The plan of organization to follow in setting up the attendance areas is the 6-3-3 plan.

Community Centered

The statutes of Oklahoma pertaining to the public schools passed at the first Legislative Assembly in 1890 provided for the organization of school districts. This act recognized certain community interests, and geographical lines. The Second Legislative Assembly in 1893 revised the law pertaining to the organization of school districts, and in this act it states specifically that the districts are to, "conform to existing topographical and physical conditions."[26] It can not be doubted that the small district school at one time was the center of the community. It was the nucleus around which revolved the social and often the religious life of the community. The teacher of this community school

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[25] Howard A. Dawson, op. cit., p 15.

[26] Statutes of Oklahoma, 1893, Chapter 73, Article 1, Section 12.

often was able to establish a very close relationship between the home and the school.

This small community was limited on all sides by certain factors. The roads were very poor, and transportation was very slow and uncertain. All forms of communication were geared to a slower pace. There were very few magazines or newspapers received in the homes. The communities were isolated, and, if on rare occasions they mingled together, a day or more was consumed in getting together. There was a just pride taken in the schools of these small communities for it was at the school house where the spelling matches and the literary societies met.

The small rural community surrounding the school, and comprising a small district, once sufficient unto itself for a social and economic life, now has become only a small unit in a vastly larger and more complex social and economic community. What has happened to the inhabitants of this small unit? The horizon has been extended for them, by the automobile, the improved road system, the rural free delivery, the truck service at the door, the daily newspaper and its companion, the inexpensive magazine, and the radio. Along with these numerous items have come many modern conveniences which give the people more time to enlarge the sphere of their activities.

The small one teacher school is no longer adapted to a life that has changed this much. Other institutions of the earlier period have been changing. Many of the small banks

have been absorbed into the larger units either voluntary or involuntary. The rural church has been experiencing a diminishing membership as a part of this change brought about by the factors which have enlarged the communities of a quarter of a century age.

Just as the school was at the center of the social and economic life of the community at an earlier day, it should enlarge its scope and membership to meet the new day. It formerly comprised the natural community, and now that the natural community has enlarged in area, so the school district should comprise this larger natural community. It should include more territory and more people, but still apply the principle of following community lines. The community unit plan is a compromise between the over and the under centralization of attendance units. The center of this community usually provides certain types of service for a definite area.[27] It may be the community banking, entertainment, and marketing center. There will be the show, grocery store, produce station, and perhaps the bus or railroad station. It seems logical that such a center should also be a center for the education of the children within this social and economic area.

There are many things that will determine the boundaries of this enlarged area: The condition of the roads, the topography of the land, the proximity of other economic and

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[27] Howard A. Dawson, op. cit., p 29.

social centers, and, to some extent, the organization and the activity of the village itself.

The criterion we will follow in the reorganization of the school districts of the Texas County will be the community unit plan, as it seems more logical than any other.

Effect on Local Government

It is argued by some of the opponents of consolidation that to enlarge the districts would destroy local control of the schools. If by local control is meant a school house within walking distance of every child, then it would destroy local control. However, the larger district would command more able leadership, and should remove the necessity for county or state control thereby insuring more local control rather than less. It is desirable that the control of the schools be left in the hands of the local districts, because such a policy is consistent with the American tradition of local self government. It is also best adapted to a country where democracy prevails, and the geographical conditions, as well as social and economic ideals, vary. The local control of the schools removes somewhat the students from the danger of national propaganda. It also encourages experimentations which adapt the schools to local needs, and also develops new ideas in education leading to progress.[28] The plan of reorganization will carry with it the principle of control of the schools within the community district.

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[28] Howard A. Dawson, op. cit., p. 5.

In this study it will be necessary to designate definite boundaries for the attendance areas; however, these boundaries should be elastic, permitting a change where the population's shift justifies a change. Some authorities even suggest that students near the boundaries be permitted to attend the school of their choice, on the supposition that there will be an area that will shift first to one community center then to another.

Summary of the Criteria

The reorganized school system should provide at least twelve years of instruction to all the children of the county, each year containing thirty-six weeks of school work. It should be organized on the basis of six years elementary work, three years junior high school work, and three years senior high school work.

The new school in each community should be large enough to put on the minimum program involving, in the elementary grades, seven teachers and 240 to 280 pupils. In the junior high schools there should be desirable minimum of ten teachers and 245 to 350 pupils. In the senior high school the minimum number of teachers would be ten, and the number of pupils 175 to 350. If, in the practical application of these figures, it is possible to increase the number it will be done, and the efficiency of the new organization would not be interfered with. If the topography of the country, the sparsity of population, or the community life of an area prevents the creation of a district without the minimum

number, it will be necessary to establish a district with less than the minimum. This will be done only where necessary and a full explanation of the condition will be given.

The boundaries of the districts will be determined on the basis of scholastic population and natural and community limitations.

The location of the school buildings will be determined by the principal centers of population, so as to be convenient to the maximum number of pupils affected. The relative permanency of the population, past growth, and probable influences of the stability of the community will be considered. The general topography of the area, the soil condition, and the present and probable future conditions of the roads will be factors in the location of the buildings.[29] Any program of reorganization must consider the present buildings in determining the location of the school buildings in the reorganized districts. In the interest of economy, full use of existing guildings should be made, as long as the program is not sacrificed in the interest of economy.

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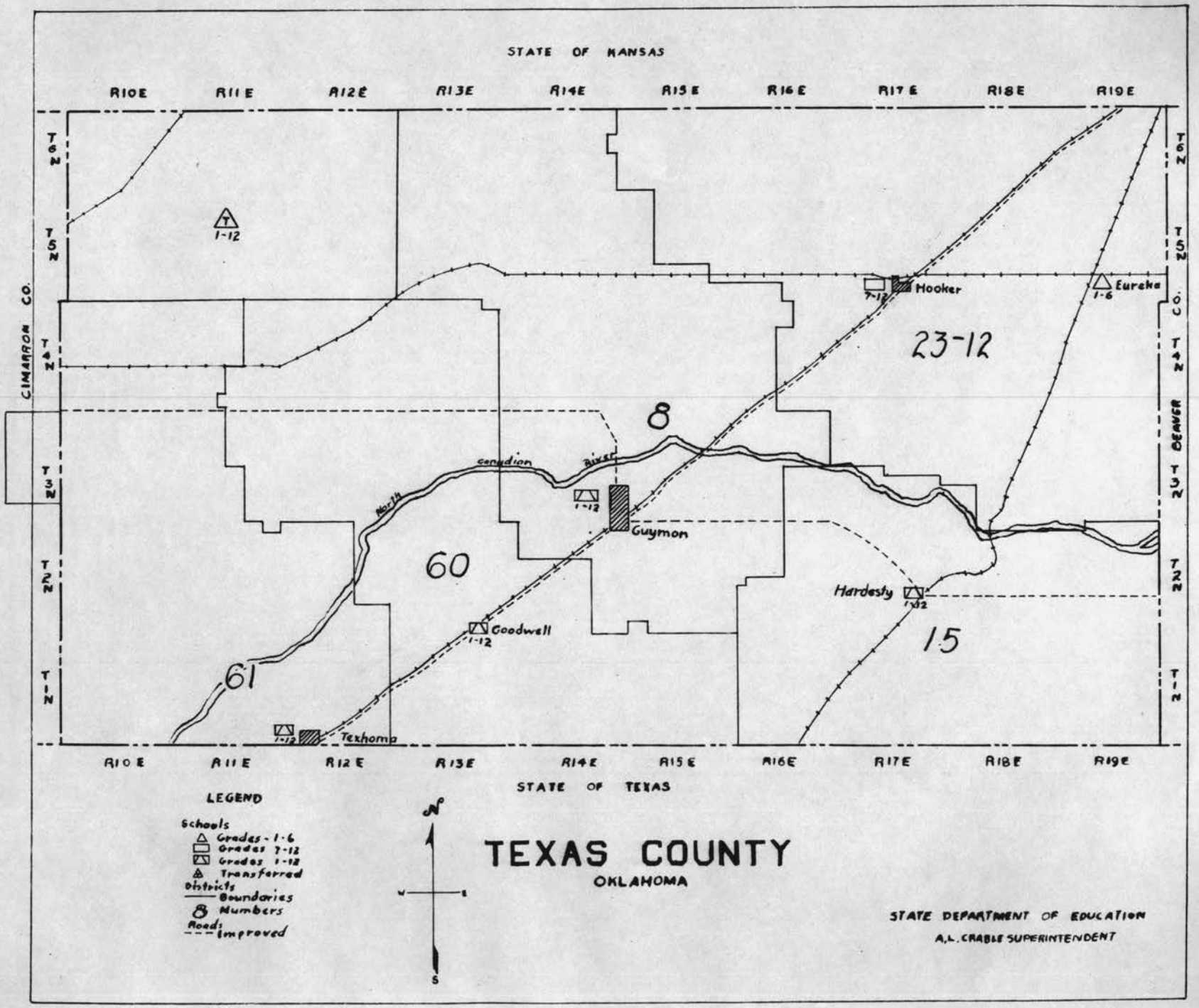
[29] Handbook of Procedures for Planning the Reorganization of Local School Units, Office of Education, Circular No. 156, pp 9-11.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T1N
CIMARRON CO.
BEAVER CO.
1-12
Hooker
7-12
Eureka
1-6
23-12
8
Guymon
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CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

In the second chapter a survey of the entire public educational system of the county was made and in the third chapter standards were determined as a basis for the reorganization program. In the new program it would be ideal if we could follow those standards. We would follow the community and geographical lines, the organization would be on the 6-3-3 plan, the desired number of scholastics would be available, and the valuation of the property per scholastic should be nearly equal. It is impossible to attain all these ideal conditions as a number of local factors enter in. These factors will be pointed out and discussed in connection with the proposed new districts.

The best results would be attained by dividing the county into six main districts rather than having it divided into seventy-one as it is at present.

Guymon District No. 8

Guymon is the county seat of the county, and has the largest enrollment as well as valuation at present. The buildings are all of brick construction and could accommodate the increased enrollment with a minimum capital outlay. There is an improved highway entering the town from each direction which affords year around travel. The enlarged district would extend mostly northward. To extend it westward would encroach upon district sixty, and to go eastward

TABLE XIII. BONDED INDEBTEDNESS 1936-1937

District		Indebtedness		
No.	Name	Amount	Evaluation	Debt Rate
8	Guymon	$ 8,500	$1,873,604	5.26
9	Optima	10,100	228,209	6.15
12	Eureka	64,500	949,631	9.32
15	Hardesty	28,000	785,193	4.32
16	Camrick	2,000	189,594	1.30
23	Hooker	39,000	1,084,437	6.5
53	Tyrone	10,000	599,627	7.15
60	Goodwell	52,500	773,540	7.68
61	Texhoma	29,500	784,940	6.87
80	Friendship	4,000	192,459	1.40
86	Dague	4,000	140,760	2.
88	Adams	27,000	718,747	1.2
109	Carthage	500	158,137	- -
110	Vernon	2,000	120,382	1.52
113	Banner	4,000	131,357	3.50

TABLE XIV. DISTRICTS INCLUDED IN THE PROPOSED ATTENDANCE AREAS

Proposed Districts					
(One) Guymon 8	(Two) Hardesty 15	(Three) Hooker-Eureka 23-12	(Four) Goodwell 60	(Five) Texhoma 61	(Six) Transferred
2	15	10	7	19	18
3	16	12	27	24	100
4	110	23	44	26	109
5	113	32	57	61	114
6	122	53	59	104	140
8		54	60	118	157
9		55	85	119	
58		56	90	136	
68		77	91	145	
80		86	92	146	
101		87	93	146	
102		88	138		
143		94	171		
152		97	172		
154		108			
155		135			
156		167			
		169			

TABLE XV. EDUCATIONAL DATA BY PROPOSED ATTENDANCE AREAS

Proposed Areas	Scholastic Population			Total	Enrollment	Number of Classroom Teachers
	6-11	12-14	15-17			
One	397	190	199	786	857	27
Two	117	57	69	243	240	8
Three	401	241	240	882	960	28
Four	82	57	54	193	207	7
Five	103	61	69	233	303	8
Six	23	11	14	48	37	2
Total	1123	617	645	2385	2604	80

TABLE XVI. VALUATION OF THE PROPOSED ATTENDANCE AREAS

Proposed Areas	Valuation	Scholastic Population	Valuation per Child
One	$ 3,351,621	899	$ 3,728
Two	1,206,328	290	4,159
Three	5,001,212	1045	4,785
Four	1,914,802	235	8,148
Five	1,803,119	293	6,154
Six	831,256	55	15,114
Total	$14,108,338	2817	Mean $ 5,008

would encroach upon district twenty-three. Much of the added territory lies north of the Canadian River, but federal highway sixty-four leads out into this region, by way of a hard surfaced road. The river is properly bridged, so this would not offer any obstacle. All the added territory is sparsely settled, so while a large area is added, a relative small increase is made in the present school.

Table XIV shows that sixteen districts have been added to district eight to comprise the proposed district of Guymon. There would be 397 students in the primary grades, 190 in junior high school, and 199 in the high school. The figure for the high school would be somewhat increased as this estimate is based on chronological age, and does not take into consideration over aged pupils in high school. It is estimated that a teaching staff of twenty-seven teachers would be needed. The total valuation of this enlarged district would be $3,351,621.00, which would mean $3,728.00 in property back of each scholastic.

Hardesty District No. 15

In the southeast part of the county is the little town of Hardesty. At present, there is located a consolidated school in this town. The present school is very well housed. There is a definite community interest in the school. There is a lot of community and social activity centered in and around the school. The Canadian River separates this part of the county from the northern part, and the bridge facilities are rather uncertain. The area has some wheat land,

but a major portion of it lies in the breaks of the river and is devoted to grazing. It seems desirable to retain the school at Hardesty, but it is impossible to secure the ideal enrollment. The proposed district would include four additional districts and would take in over two hundred square miles, and still the scholastic population would be only 243. This would require the services of eight teachers. The valuation per child would be $4,159.00.

Hooker-Eureka 23-12

In the northeast part of the county there are four small high schools in operation, all of them housed in fair buildings, constructed of brick. If all four of the schools were put together there would be only a fair sized school. Hooker should be the center for the junior and senior high of this territory. Hooker is the community center of this area. It is surrounded on all sides by good wheat farming land. Its building facilities would accommodate the enrollment.

The proposed joint district would have fifteen others added. There is an unusual circumstance existing in this district in that Eureka has just completed, with the help of the federal government, a $73,000.00 building. In the proposed plan this building would be utilized. It is only ten miles from Hooker and the two towns are connected by paved road. Hooker does not have enough buildings to house all three divisions, but could house the upper two divisions. Eureka's building would be suited to the first six grades

and would be large enough for the estimated enrollment of four hundred one. Since this district is located in a good farming area the valuation would be $5,001,212.00, the highest in the county. This would be a valuation of $4,785.00 for each child enumerated in the proposed district.

Goodwell No. 60

The Guymon, Hardesty, and Hooker-Eureka districts would take in all of the eastern half of Texas County. The western half would be divided into three districts. The first of these would be built around Goodwell. It is a community center, and is the location of the Panhandle Agriculture and Mechanical College. It is not located to the best advantage to be the center of an enlarged district, since it is only six miles from the Texas state line. It would therefore be necessary for it to draw on the territory northward for most of its increase in territory. Of the thirteen added districts, eight of them would be north of Goodwell. This is farming country, and is located in the portion of the county which has suffered most from dust storms. The new district would have a possible enrollment of eighty-two in the primary grades, fifty-seven in junior high school, and fifty-four in high school. This is based upon enumeration and scholastic classification according to chronological age, and in each instance the figure would be increased some. The school would require a minimum number of seven teachers to operate it. The valuation would be $1,914,802.00 which would give a valuation of $8,148.00 for each scho-

lastic. This high ratio is due in a large measure to the fact that the number of pupils left in the area has diminished during the last six or seven years, also a number of the farms and ranches in this combined area are very large.

Texhoma No. 61

Texhoma would be the center of the proposed district in the southwest corner of the county. It is unfortunate that the community center of this area is located on the state line. The proposed district would extend twenty-three miles to the north, and would include the addition of ten other districts. This would give an enrollment of 103 in the primary grades, sixty-one in the junior high school and sixty-nine in the senior high school. The valuation per scholastic would be $6,154.00. Eight teachers would be required to teach the schools in this new district. The present building facilities in Texhoma would be adequate to meet the needs of this enlarged area at the present time.

Both district sixty and sixty-one fall short of the ideal number of available students, but the justification is that both are located in community center towns, and in the economic trade center. Another reason for retaining them is that when the high plains area experiences a come back, these two schools will receive the largest increase in enrollment.

Transferred

In the northwest part of the county is an area that does not have a community trading center in it. A study of

the map of the county shows that the railroad enters the county at the northeast corner and traverses the county in a southwest direction. This accounts for the little towns being located in the southern and eastern part of the county. Elkhart, Kansas is located on the Kansas-Oklahoma state line just on the northern border of the territory under discussion. For a number of years it was the terminus of a branch of the Atchison, Topeka and Sante Fe Railroad. This made it even more of a community center for the northwestern part of Texas County. There has never been a high school in this part of the county, even though parts of the area are forty-five miles from the closest high school in Texas County. The passage of the transfer law in 1933, and the beginning of adverse conditions about that time ended plans for a high school in this remote district.

It does not seem wise to provide an attendance area to include these six districts in view of the fact that there were only fifty-five enumerated in the six districts in 1938. With the provision of the transfer law of 1933, and the proximity of Elkhart, Kansas it would seem best to transfer all these students to district 3, Morton County, Kansas. The small number of pupils in the six districts makes the valuation per scholastic the highest in the entire county, and reaches the high figure of $15,114.00.

Summary

This study of reorganization for Texas County schools has revealed that the tendency today over the nation is to increase the attendance area of the school district. It is also to organize the school system on the 6-3-3 plan, and to provide an enriched program adaptable to the local community. The length of the ideal term is thirty-six weeks, if we are to abide by the prevailing practice.

In the seventy-one school districts of Texas County there are a number of one teacher schools, and schools with very small enrollments. In the one teacher schools it was found that the experience and scholastic training was less than in the larger schools. It was also found that the salaries and tenure were less in the smaller schools. There was a wide variation in the valuations of the districts, also the local effort as indicated by the tax rate varied over a wide range. The bonded debt of the districts of the county was not unreasonable and was confined largely to the districts offering high school work.

In view of the standards determined from the educational literature, and in the light of the findings within the county it seemed desirable to set up six districts in the county to take the place of the seventy-one existing districts. Four of these districts would be located in a trade and community center, and would offer the full program organized on the 6-3-3 plan. One of the districts would be a joint district. The junior and senior high school would be

located in one community center, and grades one to six would be located in another. This arrangement is suggested largely because of building facilities. The sixth district would be a transferred district. It is located in a sparsely settled area, and there is not a trade center in the area.

It is hoped that this program or an adaptation of it can be put into practice in Texas County, with the results that a better educational offering will be available to each scholastic within the county.

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